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Our library can help you! Using multicultural elements from TESOL for non-native speakers of English

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Our library can help you!

Using multicultural elements from TESOL for non-native speakers of English

Bernadette López-Fitzsimmons
Georgia International Information Literacy Conference
Coastal Georgia Conference Center
September 25-26, 2015
Savannah, Georgia



...only the French language and Latin were used in state affairs and by the aristocracy, while English remained in use with the lower peasant classes.
(Bragg, 2011)

Georgia International Information Literacy Conference, September 25-26, 2015
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Sections



- Introduction
- Facts about English
- Why is learning English an increasingly high priority throughout the world?
- Global English, Literacy, Education & Libraries
- As Education Evolves & Changes
- How can Libraries welcome such a diverse group of users?
- Contact Information
- Works Cited
- Works Consulted
- Works Consulted: Documentaries
- Presentations on Teaching Across the Content Areas/Integrated Learning
- Specialists & Experts in TESOL, Linguistics/Applied Linguistics & Multiculturalism
- Important Terms





Introduction

N.B: Complete citations are in the notes at the bottom of the respective slides. The list of "Works Cited" is included at the end of this presentation.

Introduction

- Understanding the Big Picture! Globalism and *English Lingua Franca* (ELF), Global English (GE), World Englishes (WEs), or English Varieties (EVs) (McCrum, MacNeil & Cran, 2002)
- Looking at Facts about English in today's Global Ecosystem
- Understanding the 21st-century learner in today's self-directed, experiential learning environments
- Understanding the diverse populations classified as English Language Learners (ELLs) or Emergent Bilingual Learners (EBLs) (Garcia, 2010)

Introduction Continued

- Tweak Information Literacy or Reference Sessions so that they
 - Incorporate *TESOL methodologies* (overlap with Reading Literacy Pedagogy) *across the content areas*
 - Integrate *TESOL methodologies* *across the curriculum* (overlaps with Integrated Learning Pedagogy)
 - Integrated Learning across academic disciplines

▪

Introduction Continued

- Terminology

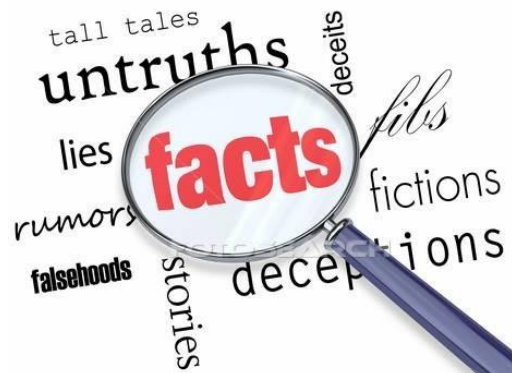
- *Cognitive Academic Language Proficiency (CALP)*
 - *Basic Interpersonal Communication Skills (BICS)*
 - *Build new knowledge based on prior knowledge*
 - *Simplify language while building vocabulary*
 - *Avoid ambiguous meaning & awkward structures*
 - *Recalling or revoicing (repeating what is said using for clarity)*
 - *Scaffolds, Graphic Organizers, Visuals, Drawings, etc.*
 - *Pair Share, Turn & Talk, Gallery Walks, Small Group Work, etc.*
- (Reiss, J., 2012)

Introduction Continued ...

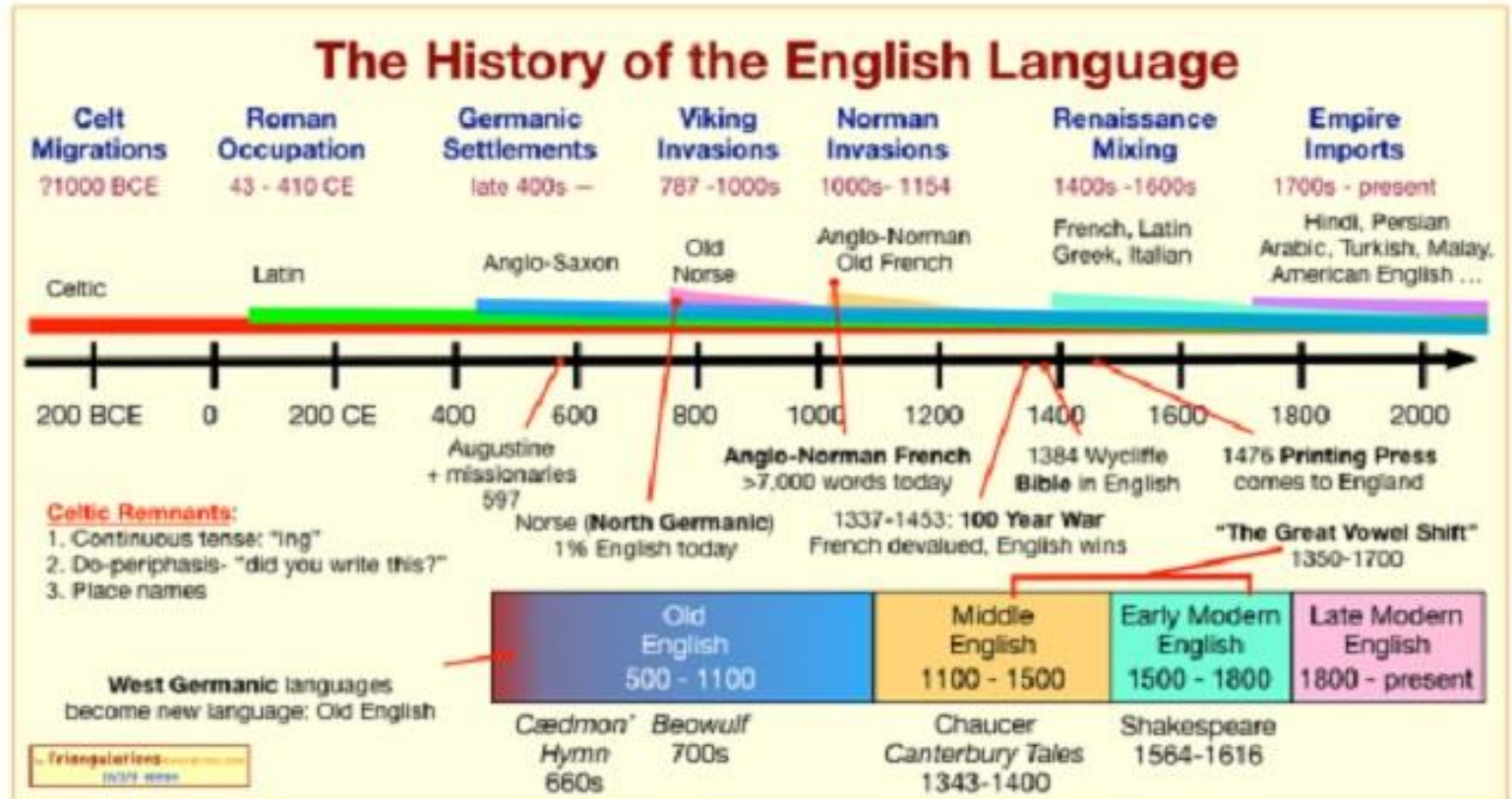
- Embracing the Challenges of ELLs/EBLs Face in Education & Supporting Their Educational Journeys (**formal/informal learning**)
 - Cultural Activities for Weekends
 - Sports Events
 - Shopping Malls
- Understanding the overlap of Information Literacy, TESOL with Reading Literacy.
- Professional Development: Multicultural Training
- Open & Inviting Spaces, Entrances, Displays, etc.
- Smiling, Greeting, Helping, & Being Appreciative!

Where is Contemporary English in today's Global Ecosystem?

FACTS ABOUT ENGLISH



Timeline of the English Language



Short, Dan M. "History of the English Lanugage." *Family Tree of Indo-European Languages*. Ed. Dan Short. 2003-2007 . Web. 11 Aug. 2015. <http://www.danshort.com/ie/timeline.htm>.

What has been happening to English?

- What do “*English*” and “*learning English*” means in today's globally competitive and technologically-dependent world?
- What does “*Standardized English*” (McCrum, R., MacNeil, R. & Cran, W. 2002) mean nowadays throughout the world?
 - What does this mean today's global environment?
 - How does its definition and perception influence public and academic libraries?
- *English like all other languages change all the time!*



Ralph Waldo Emerson
1803-1822

**“The English language,”
observed Ralph Waldo
Emerson, “is the sea of
which receives tributaries
from every region under
heaven.”**

(McCrum, MacNeil & Cran, 2002)

- The history of English can be divided into several periods:
- **Old English** (many influences but mainly Germanic)
- **Middle English** (the change begins with the invasion of the Normans)
- **Early Modern English** (from c. 1476 & can be divided into pre-Victorian & Victorian)
- **Modern English** (post-Victoria and covers 20th century)
- **Contemporary English** (this period obviously changes with every year)

Facts about English

*What has
happened
to
English?*

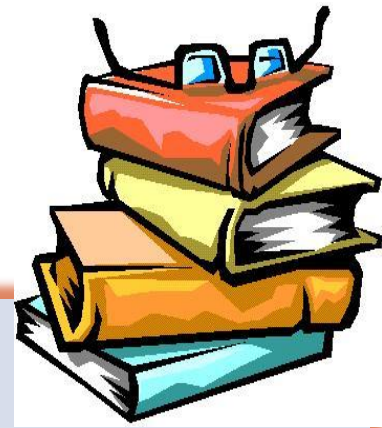
Adapted from: Agillum, R. (2015). *Approaching Language Change*. Retrieved July 7, 2015, from <http://www.slideshare.net/Robertagillum/language-change-timeline>



Let's look at some facts about the English Language!

For more information on the history of the English language, please visit the following site to view the interactive timeline: The British Library. (n.d.). "Literature and Language Timeline." In *Learning English Timeline*. Retrieved August 29, 2015, from <http://www.bl.uk/learning/langlit/evolvingenglish/accessvers/index.html>

Facts about English



- Today English is spoken by 750 million to one billion people in the world
- Approximately 350 million speak English as a mother tongue or home language
- 20th century - 21st century English
 - More widely scattered
 - More widely spoken & written than any other language in the world

(McCrum, R, MacNeil, R. & Cran, W., 2002)





Facts about English



- English as the second language in
 - India
 - Kenya
 - Nigeria
 - Singapore
 - The Philippines
 - Grenada
 - Belize
 - Bahamas
 - Trinidad
- Administration
- Broadcasting
- Education

- English as a foreign language in Holland or Yugoslavia
- English adopted in Senegal, Rwanda, Burundi, Gabon, South Sudan, etc.
- English in Anglophone Africa used to announce seizures of power
- Foreign Governments provide stipends for students to study English (e.g., South Korea, Indonesia, Saudi Arabia, etc.)
- Countries like Costa Rica becoming bilingual: Spanish & English



Countries with English as an Official Language and the Language of Instruction in Higher Education

Anguilla	Ireland, Northern	Singapore
Antigua and Barbuda	Ireland, Republic of	Solomon Islands
Australia	Jamaica	South Africa
Bahamas	Kenya	Swaziland
Barbados	Lesotho	Tanzania
Belize	Liberia	Tonga
Bermuda	Malawi	Trinidad and Tobago
Botswana	Malta	Turks and Caicos Islands
British Virgin Islands	Mauritius	Uganda
Cameroon	Montserrat	United Kingdom
Canada (except Quebec)	Namibia	Vanuatu
Cayman Islands	New Zealand	Wales
Dominica	Nigeria	Zambia
England	Papua New Guinea	Zimbabwe
Fiji	St. Kitts and Nevis	
Gambia	St. Lucia	
Ghana	St. Vincent and the Grenadines	
Gibraltar	Scotland	
Grenada	Seychelles	
Guyana	Sierra Leone	

Adapted from: North Carolina State University (NCSU). (2015, July). *Countries with English as an official language and as the language of instruction of higher education*. In North Carolina State University (NCSU). Retrieved September 20, 2015, from http://www.ncsu.edu/grad/handbook/official_language_english.htm

WORLD ENGLISH



The Emergence of English as a Global Phenomenon

“The emergence of English as a global phenomenon -- as either a first, second or foreign language – has recently inspired that we should talk not of English, but of the many Englishes, especially in Third World countries where the use of English is no longer part of the colonial legacy, but the result of decisions made since independence.”

McCrum, R., MacNeil R., & Cran, W. (2002).



Understanding the Big Picture! – Globalism and English Lingua Franca (ELF)

WHY IS LEARNING ENGLISH AN
INCREASINGLY HIGH PRIORITY
THROUGHOUT THE WORLD?

ENGLISH IN THE 21ST-CENTURY GLOBAL LEARNING ENVIRONMENT

World English(es)
English Varieties
English Lingua Franca
Global English(es)
Standardized English



McCrum, R., MacNeil R., & Cran, W. (2002).



The current scene in the 21st-century global ecosystem

HIGH PERIOD OF MIGRATION AND IMMIGRATION GLOBALLY

--UNSTABLE GLOBAL ECONOMY

--LOW EMPLOYMENT RATE

--INTERNATIONALIZING INDUSTRY & EDUCATION



Chaotic International Environment

English Lingua Franca (ELF) or "*Global English*" on a Global Platform

- **Rapidly-changing and continuously-evolving technologies**
- **Self-driven learner in the "Age of Creativity"**
 - Formal and informal learning/education opportunities
 - Creative self-employed individual with a myriad of skills and knowledge
 - Learning Communities, Experiential Learning, Learning on demand, etc.
- **Evolution of Secondary & Higher Education**
 - Massification of education (*educating the masses*)
 - Internationalization of education
 - Distance Learning and/or Hybrid Programs
 - Programs at foreign universities being taught in English

English Lingua Franca (ELF) or Global English(es)

- To understand the status of *World English(es)* or *Global English* in today's globally competitive environment
 - *English varieties* in the United States and Canada or North America
 - Including the Caribbean Islands & their English varieties
 - *English varieties* throughout the world
 - United Kingdom
 - Australia
 - New Zealand
 - The Philippines
 - India
 - Others

McCrum, R., MacNeil R., & Cran, W. (2002).



Derek Walcott
1930 -

*"The English language
is nobody's special
property. It is the
property of the
imagination: it is the
property of the
language itself."*

(Walcott, D., n.d.)

Everyone around the world is learning a variety of English!

- **World English(es)**
 - **English Varieties**
 - **English Lingua Franca (ELF)**
 - **Global English(es)**
 - **Professional English**
 - **Standardized English**
- **English as a foreign language (EFL)**
 - **English as a new language (ENL)**
 - **English as second language (ESL/ESOL)**
 - **English as an additional language (EAL)**

McCrum, R., MacNeil R., & Cran, W. (2002).

Further Complications in English Communication

- English for Specific Purposes
- English for Special Purposes
- English for Technical Writing
- English for Attorneys
- English for Healthcare Providers
- English for Academic Writing
- English for Business
- English for Professionals
- English for Social Communication
- Medical English as a Foreign Language
- OTHER

- Monolingual English Speaker
- Emergent Bilingual Learners [formerly, the English Language Learner (ELLs)]
 - Long-term English Language Learner (LTEL)
 - Students with interrupted formal education (SIFE) English Learner
- International Student English Learner
- Professional English Language Learner
- Speakers of languages other than English (LOTE)
- Indigent (pidgin or creole) Learner of English
- Minority or Endangered Language Learner of English
- Learner with no experience with print
- Other

(Reiss, J., 2012)

Global English, Literacy, Education & Libraries



Fluency: L₁ versus L₂



Who is fluent nowadays?

- **Home Language (L_1)**
- One language used at home with friends, family, peers, etc.
- Socializing
- Religious Gatherings
- Lower Literacy
- Lower Academic Language or none at all
- Non-professional language

FLUENCY

- **Academic/Professional Language (L_2)**
- One language used at school or work with classmates, friends, peers, professors, administrators, tutors, technicians, librarians, instructional designers, etc.
- More complex
- More technical
- High Literacy
- Academic/Professional Use

FLUENCY

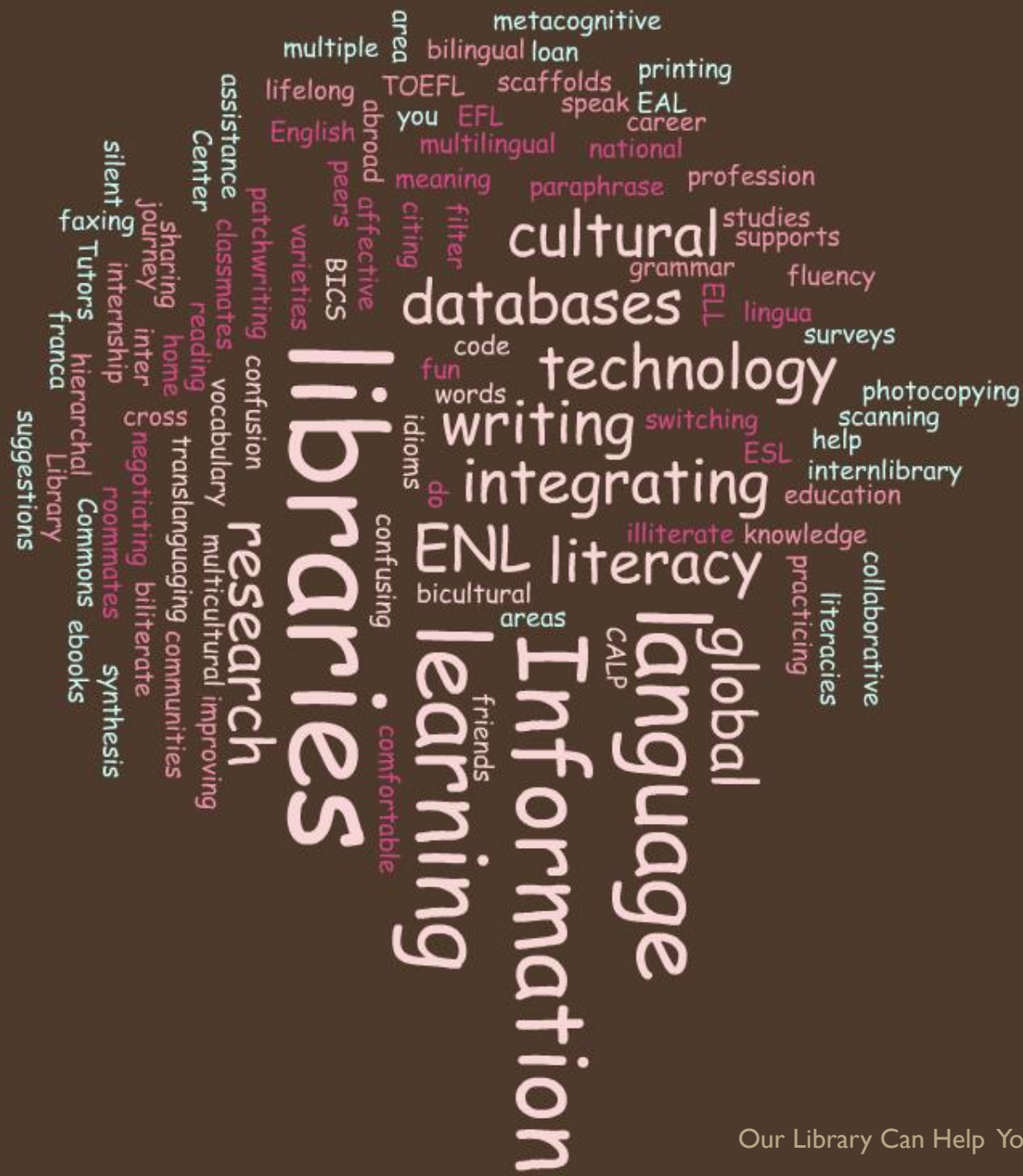
(de Jong, E., 2011).

What does it mean to speak a language fluently?

- What about the users whose first language is English BUT speak another language *fluently*?
 - Dual Bilingual Education Programs
 - Military Families who have lived abroad & whose children are educated abroad
 - Users who attend International Schools abroad (e.g., parents are professionals working abroad, etc.)
 - Users who learn another language from their surroundings or environments (e.g., friends, classmates, colleagues, etc.)
 - Others (de Jong, E., 2011).

Fluency

Can this type of user be bilingual?



Cognitive Academic Language Proficiency (CALP)

- Cognitive demanding skills
- Basis for understanding the process and product of content instruction
- Challenging for non-native speakers of English
- Language of school, education, professions/work/careers, etc.

Basic Interpersonal Communications Skills (BICS)

- Social language skills
- Acquired through daily activities while immersed in an English-speaking environment
- Naturally acquired
- Cognitively undemanding
- Language of social context, socialization,

(Reiss, J., 2012).

CALP & BICS



As Education Evolves & Changes



As Education Strives to Remain Current in the Global Environment

- How has secondary and higher education been changing and evolving with regard to
 - bi/multiculturalism
 - bi/multilingualism
 - bi/multiliteracy

(Clayton-Pedersen, A. R., & Mctighe Musil, C. 2002).

- Travel Abroad
 - Leisure
 - Study
 - Volunteer
 - Scholar Research
 - Learn a Language
 - GAP Year
 - Other
- (Brint, S., 2000)





Trend in Higher Education TRAVEL ABROAD OPPORTUNITIES

- Short-term

- Two-week program (e.g., Engineering, Education, Accounting, etc.)

- Long-term

- Study Abroad for an entire academic year
- Study Abroad for one semester

- University education spread among three continents

- Undergraduate
- Graduate
- Professional studies
- Fieldwork or Internships Abroad
- Research Scholar Programs
- Other

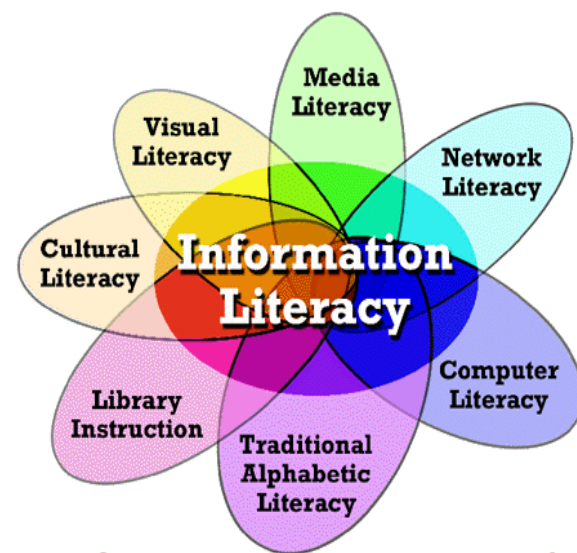
Self-directed Learning at Every Turn in the Global World

- **GAP Year**
 - Learn a language and work/volunteer abroad

- **OTHER**

- *Trends in Self-directed Learning*
 - Higher Education for Seniors (67/70+++)
 - Learning in your Leisure Time
 - Learning Vacations: Learn a Language!
 - Museum Education & Libraries
 - Historical Societies, Libraries & Archives
 - Distance & Hybrid Programs

Literacy



Who are our users?

- Emergent Bilingual Learners

- English Language Learners

- International Students

- Users Whose English Variety Differs From Ours (e.g., rural, urban, another English-speaking country, Etc.)



Emergent Bilingual Learners...

- Recognizing the diversity among non-native English speakers or *Emergent Bilingual Learners** (EBLs)
 - Who are the non-native English speaking or *Emergent Bilingual** (EB) users?
 - Why have they come to the United States?
Or, have they?
 - How long have they been living here?
 - *Or, were they born in the United States?*

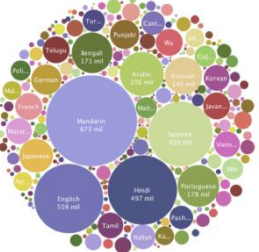
(Garcia, O., 2010)



Diversity Among EBLs/ELLs

- *Speakers of languages other than English* (LOTE) also include speakers of ...
 - Indigent Languages
 - Creoles and Pidgins
 - Endangered Languages
 - Minority or Endangered Languages with **NO PRINT MEDIUM**
 - Many of these languages evolved as a result of colonization and the need for languages as *lingua franca* (bridge language)

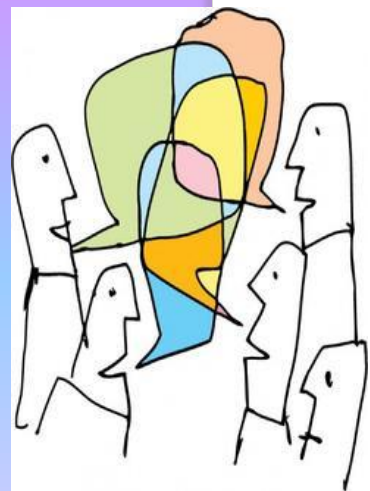
(McCrum, R., MacNeil R., & Cran, W., 2002).



Diversity, Minority Languages & Literacy

- Minority Languages
 - *Navajo and other Native American Languages*
 - *Amish Languages* (Pennsylvania and Indiana)
 - Old Order Amish and Old Order Mennonites across North America)
 - *Maui* from Hawaii
 - *Runa Simi or Quechua from Cuzco*, Peru
 - *Ukrainian* from the Ukraine
 - *Aboriginal Languages* in Australia
 - *Maori or Māori*, East Polynesian Language, in New Zealand
 - *Indigenous, creoles and pidgins* of South Africa
 - *Tsotsi taal*: , an amalgam of Afrikaans, English and a number of African languages
 - *Fanagalo*: simplified version of isiZulu and isiXhosa which incorporates elements from English, Dutch, Afrikaans and Portuguese.

(McCrum, R., MacNeil R., & Cran, W. 2002).





International Students Today!



Who are today's traditional *"International Students"* on university campuses in English-speaking countries?

- Foreign students who want to learn English in order to be globally competitive
- Many take courses in English-speaking countries like the United States, Canada, United Kingdom, Australia, New Zealand, etc.
- Very prestigious for International Students to study in an English-speaking country
- (Heyneman, S. P., 2002).



Professional Development

- Multicultural Training in Libraries
 - Be willing to exchange ideas about culture & traditions
 - SMILE!
 - Building Relationships
 - Open, Friendly, Supportive, Inviting, Helpful
 - SMILE!
 - Introducing Changes Gradually
 - Make it seamless! SMILE!
- Making changes in small increments
 - Try something different like a new display
 - Using opportunities as they arise
 - ILS migration introduced the Unicode Fonts
 - **ALWAYS SMILE!**



Instructional Strategies

- ✓ Use K-W-L Charts (graphic organizer)
- ✓ Motivate Interest
- ✓ Link Lessons!
- ✓ Make Learning Learnable!
- ✓ Activate Prior Knowledge to Build New Knowledge!
- ✓ Presenting New Material: Oral Academic Language Issues

USE K-W-L Charts

- Build & Activate Prior Knowledge
- Build New Knowledge on background Knowledge
- Provide scaffolds

(Reiss, J., 2012)

- Brainstorm
- Think-Write-Pair Share
- Graphic Organizer such as a K-W-L Chart
 - *What do I know?*
 - *What do I want to know?*
 - *What have I learned?*
 - *How did I learn it?*
 - *What questions do I still have?*

Motivate Interest!

- Sharing personal stories about their cultures such as
 - style guides,
 - acknowledging authoritative texts
 - citing sources,
 - paraphrasing, rewording, etc.
 - grammar conventions, etc.

- Make analogies
 - Create a parallel situation, real or imagined that students can relate to
 - Allow students to contribute a personal analogy relevant to the topic

(Reiss, J., 2012)

Link Lessons!

- **Explicit instructions** with goals & rubrics so they know what is expected of them
- Regularly stimulating prior knowledge facilitates students' conceptual development and increases the potential for new learning & enhanced retention

(Reiss, J., 2012)

- **Explicit linking** serves as a form of reinforcement and review
- **Explicit linking** sets the stage for new learning—the creation of new knowledge
- **Explicit linking** demonstrates the interrelatedness of information

Make Learning Feel Learnable!

- Explicit instructions
- Linking prior knowledge to new learning (scaffolding)
- Reactivating background knowledge & relate it to the new topic (supportive)

(Reiss, J., 2012)

- Reactivates prior content & linguistic knowledge
- “Affective Filter” students feel comfortable, supported & confident about learning new materials
- Recognize they have learned something so now they can learn the new lesson

Activate Prior Knowledge to Build New Knowledge!

- Turn & Talk
- Gallery Walk
- Pair Share
- Brainstorming
- Interest Awakeners
- Make analogies
- Preview
- Carousel brainstorming
- Ice breakers

- K-W-L Charts
- T-Charts
- Ven Diagrams
- Other Graphic Organizers
- Outlines
- Sentence Starters
- Visuals
- Small Group Share
- Whole Group Share

(Reiss, J., 2012)

Presenting New Material: Oral Academic Language Issues

- Oral Academic Language
 - Ephemeral – heard & gone
 - More cognitively demanding
 - ELLs/EBLs need more time to process incoming words
 - Developing listening skills is complex
 - *Be sure students are given explicit instructions at the beginning of research session or Info Lit class*
- Speak slowly
 - Enhance intonation of words
 - Examining bold face words to glean meaning
 - Limit use of contractions & too many function words
 - Limit pronoun use
 - Simplify sentence structure
 - Use familiar words
 - Be consistent
 - Avoid using idioms or colloquial language
 - Animate your word – TPR (Total Physical Response), Mime, Enactments,, demonstrations, role playing, etc.
 - Use Visuals, Graphics, Realia, etc.

(Reiss, J., 2012).



How can Libraries welcome such
a diverse group of users?

ALLOW SPACE TO BE USED FOR
INDIVIDUAL WORK & COLLABORATION!

PLAY AROUND WITH SPACE!

Turnstile: Uninviting



Turnstile with ID swiping



Security Gate



~~We can help you!~~



Study Spaces for EBLs, ELLs, or International Students

- Area with round tables
- Several comfortable chairs
 - ESL Materials
 - Writing Guides
 - Grammar Books
 - Popular Reading (modified editions)
 - Audio Cassettes
 - TOEFL Exam Books
 - Career Books
 - Multicultural or EBL Librarian/ESL Coordinator

**ASK
STUDENTS
FOR
IDEAS!!!**

Start Small to Incorporate Changes for EBLs/ELLs

POSITIVE LIBRARY CHECKLIST



Positive Library Image Checklist

- Is the library presenting itself as an open, inviting & friendly place?
- Is the library a secure, safe place for learning—researching—individual study, collaborative endeavors and/or new personal interests?
- Is it fostering a self-directed, experiential learning environment?
- Is the library encouraging users to explore other places for learning opportunities such as historical societies, museum libraries and education programs, free lectures and concerts, learning vacations, etc.?
- Why are such contributions beneficial to EBLs as well as monolingual learners?

Positive Library Image Checklist Continued...

- Are library staff pleasant, polite and helpful to EBLs and all users?
- Are announcements about events and other resource centers clearly displayed?
- Are flyers or instructions written clearly using comprehensible language? Avoid ambiguous or awkward sentence structures? Too many function words!
- If possible, is there an area dedicated to Multiculturalism or Global Studies?
- Are library displays and events celebrating diversity, multiculturalism & globalism?

Questions & Answers





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Important Terms in Teaching Information/Media Literacy to Emergent Bilingual Learners (EBLs), English Language Learner (ELLs), & International Students (ISs)

- Bilingualism/Multiculturalism
- Bi-literacy/Multi-literacy
- Bilingualism/Multilingualism
- Multiple Intelligences and Metal-iteracies
- Alzheimer's Disease
- Senior Learners
- Endangered Languages
- Indigent Languages
- Indigent Librarian
- Multicultural Librarian/Coordinator
- ESL/ENL/ESOL Librarian
- Technological Influences on English
- Media Literacy
- Information Literacy
- Reading Literacy
- Synthesis
- Prior Knowledge
- Tacit Knowledge
- CALP
- BICS

- Non-native Speakers of English
- Emergent Bilinguals (EBs)
- Emergent Bilingual Learners (EBLs)
- English Language Learners (ELLs)
- English as a second language (ESL; ESOL)
- English as a new language [New York State Department of Education – (ENL)]
- World or Global Languages
- World Englishes
- Global English
- World Languages
- Global Languages
- English Varieties
- English Varieties in the United States
- English Varieties in the World
- TESOL (Teaching English as a second language)
- Dialect
- Idiolect
- Accent
- Borrowed words
- Language Variety

For PDF of terms, visit: [Georgia International Information Literacy Digital Commons](#)



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organize ideas,
quotes, citations, etc**

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**Vocabulary Cluster Note
Taker
Comparing Concepts
Research Note Taker
Opinion Essay
Persuasive Essay
Quote It! Graphic Organizer
Others**